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These guidelines have been produced for anyone using and implementing the London School of Hygiene & Tropical Medicine brand.

We’ve made it as simple as possible whilst empowering you to apply your creativity to embrace a new confident visual identity.
The Logotype
The logo is a key recognisable asset and should be used simply and consistently. Misuse of the logo will dilute the impact and effectiveness of communications. To protect the integrity of the logo, always refer to these guidelines and use the original master artwork files.

Master files are available at:
U:\Style guides, logo and templates

Placement
On most applications, top left or bottom left will be the most suitable position. To see the logo in use please refer to the example applications at the end of these guidelines.
Logo colour

For simplicity and consistency throughout applications the logotype must only appear in black or white as shown here.

For special applications, such as invitations and certificates, the LSHTM logotype can be embossed, debossed, varnished or foiled in gold.
The Logotype
— Clear Space & Minimum Size

**Logo clear space**
There should be clear space surrounding the logo to maintain its visual integrity. The minimum amount of clear space is equal to the width and height of the capital "LO" characters within the logo.

**Minimum size**
For clarity and legibility, a minimum size of 32mm has been set for the logo for print applications. Occasionally, with smaller branded items the logo may have to appear below this recommended minimum size.

Minimum Size
32mm
The following are some suggested sizes of the logo that should be applied to regularly used formats. For unique formats, the logo should be scaled proportionally from the closest values shown here.

**A5 / DL**
- 32mm (w)

**Larger Formats:**
- A1 = 120mm (w)
- A0 = 160mm (w)

**A4**
- 40 mm (w)

**A3**
- 60 mm (w)

**A2**
- 85 mm (w)
The logo will often need to appear reversed out on top of an image. Occasionally it may be difficult to see the logo clearly due to the background image being too busy. Avoid placing the logo inside a box or frame.

In these instances, a solution could be to:

- Try a different crop
- Flip the image
- Move the logo to the secondary position (top right hand corner)
- Apply a subtle vignette – as shown below
- Choose a more suitable image
The LSHTM logo will often have to appear in conjunction with logotypes from other organisations and centres.

The LSHTM logo should sit on the left hand side with the partner logo to the right. A 1pt separation line can be added between the two logotypes to make each more distinct.

As partner logotypes will vary in terms of size and layout, try to scale them in a way that works well proportionally with the LSHTM logo.

**Placement**

Co–branded logotype lockups should primarily be placed left aligned at either the top or bottom of the page. In some instances lockups can be placed centre aligned at the top or bottom of the page.
The Logotype
— Logotype Don’ts

The logo must never be redrawn, stretched, keyed in or altered in any way. We want our message to be as strong as possible and not diluted.

Below are some example Don’ts when using the logo:

1. Don’t use unspecified colours
2. Don’t squash or distort
3. Don’t type out or recreate the logo
4. Don’t rotate the logo
5. Don’t put the logo in a box or tab
6. Don’t outline the logo
7. Don’t use smaller than minimum size
8. Don’t edit or change any aspect

The Roundel

In most cases the roundel section of the logotype should not be used separately from the full logotype lockup. In certain circumstances the roundel can be used as a separate design element if first approved by the Communications & Engagement team:
≥ comms@lshtm.ac.uk.
Colours
Colours

— Colour Palette - Print

The palette
The LSHTM colours have been carefully selected to create a varied palette that can be easily toned up or down. There are six colours in the palette plus black and white.

Pantone
Printers match colour by using the Pantone Matching System (PMS). These references give the exact recipe, so that the printers can reproduce colours accurately.

CMYK
If Pantone inks are unavailable, then please use the four colour process (CMYK) values. These provide the closest representations of the Pantone colours. They will vary in tone depending on the paper stock, the printing method and any finishes that are specified.

RGB
These values should be used when creating screen based applications.

Hex
For use when defining colours online.

Pantone 3125
C84 M0 Y18 K0
R0 G174 B199
#00AEC7

Pantone 021
C0 M65 Y100 K0
R255 G80 B0
#FE5000

Pantone 1235
C0 M31 Y100 K0
R255 G184 B28
#FFB81C

Pantone Black
C0 M0 Y0 K100
R0 G0 B0
#000000

Pantone Cool Grey 6
C16 M11 Y11 K27
R167 G168 B170
#A7A8AA

Pantone 7476
C89 M22 Y34 K65
R13 G82 B87
#0D5257

Pantone 7480
C75 M0 Y71 K0
R0 G191 B111
#00BF6F

Pantone White
C0 M0 Y0 K0
R255 G255 B255
#FFFFFF
Colours
— Colour Palette - Digital

Digital / Online Palette
In addition to the main LSHTM brand colours which have been assigned primarily for print applications, there is a separate palette created for the LSHTM website and for specific digital applications such as social media blasts.

Pantone 2736
C97 M95 Y0 K0
R30 G34 B170
#1E22AA

Pantone 2685
C93 M100 Y18 K2
R51 G0 B111
#32006E

Pantone 7465
C67 M0 Y41 K0
R63 G191 B173
#3EBFAC

Pantone Black
C0 M0 Y0 K100
R0 G0 B0
#000000

Pantone Cool Grey 1
C13 M11 Y12 K0
R219 G217 B214
#DAD8D8

Pantone White
C0 M0 Y0 K0
R255 G255 B255
#FFFFFF
It is important to consider legibility and accessibility when selecting colour combinations for text, particularly for text that appears at smaller sizes.

As a general rule, text colour combinations should have as higher contrast between the background colour and text colour as possible.

For web colours, combinations can be tested online to check legibility / accessibility: ≥ webaim.org/resources/contrastchecker

Print colours can also be checked online as a rough guide but bear in mind print colours appear differently in print than on screen.

To the right are web and print colour combinations that pass WCAG accessibility checks for small and large scale text.

The row at the bottom of the page are some examples of colour combinations that don't have good contrast between the background colour and text, and could prove problematic at smaller sizes.
Typefaces
**Typefaces**
— Print Typefaces

**Headline Typeface**
Messina Modern is our headline typeface and should be used at larger display sizes. This is to be used throughout all design communications, from printed literature to signage. The brand uses the regular and bold weights.

**Body Copy Typeface**
Messina Sans is our body copy typeface, for use at text sizes. There are two weights selected for the brand: Regular and Bold (as well as their italic counterparts).

Both typefaces can be purchased online directly from the foundry at:
≥ https://luzi-type.ch
For digital and online applications, two typefaces from Google fonts have been selected for use instead of Messina Modern & Messina Sans. These typefaces are both free to download and as such are accessible to all with no requirement for a font licence.

**Digital / Online Headline Typeface**

For digital and online applications Merriweather is our headline typeface and again should be used at larger display sizes. Merriweather regular and bold weights are the weights selected for the brand.

**Digital / Online Body Copy Typeface**

The digital / online body copy typeface is Open Sans, for use at text sizes. There are two weights selected for the brand: Regular and Bold (as well as their italic counterparts).

Both typefaces are available to download for free directly from Google fonts at: https://fonts.google.com
Typefaces
— Type Hierarchy

Type is generally applied as a set of cascading styles, which can be seen in the examples shown here. When a variety of typefaces, sizes and weights are used, the differences between them must be distinct. Avoid using too many type styles, this will ensure clarity throughout all designed applications.

For examples of type hierarchies in use, please see the applications section.

Example A5 Publication
Type Sizes

<table>
<thead>
<tr>
<th>Typeface Style</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messina Modern Bold</td>
<td>42pt</td>
</tr>
<tr>
<td>Messina Modern Bold</td>
<td>42pt</td>
</tr>
<tr>
<td>Messina Sans Regular</td>
<td>11pt</td>
</tr>
<tr>
<td>Messina Sans Bold</td>
<td>8pt</td>
</tr>
<tr>
<td>Messina Sans Regular</td>
<td>8pt</td>
</tr>
<tr>
<td>Messina Sans Regular</td>
<td>7pt</td>
</tr>
</tbody>
</table>
Another example of type hierarchy this time using example type sizes that could be used for an A3 poster.

### Example A3 Poster

**Type Sizes**

- **Messina Modern Bold**
- **Messina Modern Regular**
- **Messina Sans Bold**
- **Messina Sans Regular**

**Title**

- **Title Bold 50pt**
- **Title 50pt**

**Body**

- **Body Title 14pt**
- **Body 14pt**

**Caption**

- **Caption 11pt**
Imagery
Imagery
— Using Images

Whether commissioning new photography, taking your own or purchasing an image from a library, it is essential that images always feel high quality and well produced. This will help to maintain the consistency and quality of the brand.

A selection of approved imagery is available in our Asset Bank media library at ≥ https://lshtm.assetbank-server.com
If you wish to commission photography, please contact comms@lshtm.ac.uk to discuss. When using photography, think about how the image relates to the copy, try to tell a compelling story to the end user.

Key words to have in mind that will help to convey our uniqueness and stand out from the competition are listed below.

We are:
· Confident
· Striking
· Intriguing
· Imaginative

We are not:
· Generic
· Whimsical
· Poorly shot
· Unimaginative

Improving Health Worldwide

The LSHTM brand utilises imagery in different ways to tell a variety of stories, from the School’s world-leading research, to the world class education LSHTM provides. The following pages show some stylistic treatments that can be employed to tell these stories.
Magnification Combinations
One such image treatment is a magnification image combination. In places where the two images overlay a third image is placed in the area of overlap showing a magnified area of one of the images. For example, this technique visually explains interactions between research in the field and research in the lab.
Imagery
— Image Combinations

Juxtaposition Overlays
The juxtaposition of microscopic imagery and macro photography of a landscape from above can create a visually intriguing overall image. These image combinations also tell the story of specific problem diseases, viruses and bacteria in locations LSHTM study and operate in around the world.
Imagery
— Image Combinations

Image Scatters
A simple and effective method of showing the many different facets of LSHTM's work can be represented by scatters of micro and macro imagery inside and outside of the school.
Iconography
As part of the brand, bespoke icons have been created for certain applications. Where appropriate icons can be used to great effect to highlight specific passages of text or as decorative items in their own right.

LSHTM icons are drawn in a simple line-based style with a factual but friendly feel.
Applications
Applications
— Business Cards

Katie Steels BA MCIPR
Head of Communications & Engagement

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M. +44 (0)7700 000 000
katie.steels@lshtm.ac.uk
www.lshtm.ac.uk

London School of Hygiene & Tropical Medicine
Keppel Street, London WC1E 7HT

* A black & white version of the business card is available for maximum legibility / accessibility
Applications
— Stationery
Applications
— Example Centre Brochure

Free Online Courses
Our free online course looks at the health needs of those affected by humanitarian crises, the challenges of delivering healthcare and what needs to be done.

This free online course is designed to answer key questions including:

- What are the key health needs in humanitarian crises?
- How can we develop responses to health needs in humanitarian settings with maximum impact?
- How will we respond to health needs in the future?

Our course begins by thinking about the key characteristics of humanitarian crises, describing some of the key political, economic and social factors that contribute to humanitarian crises and their effects on health and healthcare systems.

Individual modules
As part of the LSHTM Master's programmes, the following crises-related individual modules are available to study face to face in London or by distance learning:

- "Conflict and Health"
- "Nutrition in Emergencies"
- "Designing Disease Control Programmes in Developing Countries"

LSHTM also offers a professional diploma which has crises-related teaching:

- "Professional Diploma in Tropical Nursing"

Find out more: www.lshtm.ac.uk/study/short-courses

Free LSHTM resources and training
Centre members have developed a free online course on "Epidemiological Tools in Conflict-Affected Populations", targeted at non-epidemiologists and policy makers operating in humanitarian crises:

conflict.lshtm.ac.uk

LSHTM also offers a series of downloadable resources and learning activities from the School's previous free online courses:

www.lshtm.ac.uk/study/open-educational-resources

Teaching and Resources
We organise and lecture on a number of courses related to humanitarian crises and public health.

- Free Online Courses
- Teaching and Resources

We then move on to look at the practical responses to health needs in humanitarian crises, including how and why we prioritise health interventions, the ways in which this might be conducted on the ground, and the evidence gathered and used to make decisions.

Finally we look ahead, identifying the new and continuing challenges facing the world, the potential health innovations and technologies that may help address these issues, and hearing experts' perspectives on the future landscape of humanitarianism and health.

www.lshtm.ac.uk/humanitarian-crises-course
IDEAS is a measurement, learning and evaluation project based at the London School of Hygiene & Tropical Medicine (LSHTM). The project aims to find out “what works, why and how” for maternal and newborn health in three low-resource settings in Nigeria, India, and Ethiopia. The IDEAS team includes 25 research and professional support staff, living in Abuja, Addis Ababa, London, and New Delhi, who have been working since 2010 with the Bill & Melinda Gates Foundation (the foundation) and with the foundation’s implementation partners.

The IDEAS project was launched in 2010 with a mission of supporting the Bill & Melinda Gates Foundation and its partners to improve newborn survival in Nigeria, India and Ethiopia. The IDEAS team includes world-class researchers, evaluators and practitioners who have been working with the Bill & Melinda Gates Foundation (the foundation) to track progress on an annual basis. To understand how and why scale-up happens, we conducted 221 in-depth interviews and a recent birth, primary health facilities, workers and increased life-saving interventions.

IDEAS research was based on an annual basis. To understand how and why scale-up happens, we conducted 221 in-depth interviews, including reviews of nearly 80 technical support activities put in place by 9 implementation partners in Nigeria, India, and Ethiopia. The IDEAS team includes 25 research and professional support staff, living in Abuja, Addis Ababa, London, and New Delhi, who have been working since 2010 with the Bill & Melinda Gates Foundation (the foundation) and with the foundation’s implementation partners.

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IDEAS research was based on an annual basis. To understand how and why scale-up happens, we conducted 221 in-depth interviews and a recent birth, primary health facilities, workers and increased life-saving interventions. The foundation strategy centred on an annual basis. To understand how and why scale-up happens, we conducted 221 in-depth interviews and a recent birth, primary health facilities, workers and increased life-saving interventions.

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**Clinical Trials By Distance Learning**

**Improving Health Worldwide**

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**PgCertificate/ PgDiploma/ MSc Clinical Trials**

**By Distance Learning:**

**Distance Learning:**

Being unable to come to London for an extended period should not be a barrier to obtaining an excellent qualification in a public or global health issue. Our distance learning programmes and assessments ensure that students can achieve the same standard as those on our London-based programmes.

**Why study clinical trials?**

The need for rigorous evaluation of components of health care is increasingly recognised worldwide as a global health issue. An important type of evaluation is the randomised controlled clinical trial.

The programme aims to provide students with a theoretical and practical understanding of the issues involved in the design, conduct, analysis and interpretation of randomised controlled clinical trials. Students will be encouraged to develop skills to design, manage, analyse and report on clinical trials before moving into the field, or while wishing to gain an overall understanding of their role in the design, management, analysis and reporting of clinical trials. It will be available for students working in high, middle and low-income countries.

**Flexible learning**

We know that if you have a full-time job, family or other commitments, and wish to study or work at a distance, you will have many demands on your time. This programme has therefore been designed so you can study independently, at your own pace and at a time that suits you.

You will have between one and five years in which to complete the PG Certificate, and between two and three years in which to complete the PG Diploma or the MSc. PG Diploma and MSc students who have successfully completed a minimum number of core modules may also be eligible for the 'blended learning option', which allows for the study of up to two modules at the School in London during the Spring or Summer terms.

**Supportive learning environment**

Once registered, you will be given access to the learning materials for the module(s) you have chosen to study. These materials will take you through quizzes and directed self-study, and indicate how and where you can obtain supplementary materials to enhance your studies.

Your tutors will be available to answer queries and provide feedback and advice on assignments. Students are encouraged to ask questions and engage in academic discussions with tutors and fellow students via online forums and in real-time online discussions.

**Who is it for?**

This programme is open to those who wish to gain an understanding of clinical trials, before moving into the field, and for those who have general experience in this area and wish to broaden their role in the design, management, analysis and reporting of clinical trials. It will be available for students working in high, middle and low-income countries.

**Entry requirements**

We require a first or second-class honours degree, or the equivalent, in a subject appropriate to the programme or an appropriate professional or technical qualification with at least three years’ experience. Students must also be proficient in English (see regulations for details) and have good internet access.

Applications who do not meet these requirements may still be admitted on the basis of their academic qualifications, work experience and references, and will be considered on an individual basis.

**Fees and how to apply**

Information about fees and application deadlines can be found on the programme webpage.

The School's distance learning programmes are run in collaboration with the University of London International Programmes. Students are registered with both the university and the School. The programme design, teaching and assessment are undertaken by School staff. Details of how to apply are on the programme webpage.

**Application deadlines**

- 31 October for PG Certificates
- 15 January for PG Diplomas
- 31 March for MSc
- 31 October for PG Certificates
- 15 January for PG Diplomas
- 31 March for MSc

**Further Information:**

- [www.londoninternational.ac.uk/how_to_apply](http://www.londoninternational.ac.uk/how_to_apply)
- [www.londoninternational.ac.uk/contact-us](http://www.londoninternational.ac.uk/contact-us)

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**Programme Structure**

- **Compulsory core modules:**
  - Fundamentals of Clinical Trials
  - Basic Statistics for Clinical Trials
  - Clinical Trials Regulation
  - Reporting & Reviewing Clinical Trials

- **Core modules:**
  - Protocol Development (Computer & IT)
  - Trial Designs
  - Project Management & Research Co-ordination
  - Regulatory Affairs, Good Clinical Practice & Ethics
  - Data Monitoring & Interim Analyses
  - Interpretation of Epidemiological Studies
  - Further Statistics for Clinical Trials
  - Critical Appraisal Techniques

**PG Diploma = 8 modules**

1. 4 core modules (as above)
2. 4 elective modules (at least 3 from the above)

**MSc = 11 modules**

1. 4 core modules (as above)
2. 5 elective modules (at least 3 from the above)
3. Integrating module
4. Design & Analysis of Epidemiological Studies
5. Regulatory Affairs, Good Clinical Practice & Ethics
6. Data Monitoring & Interim Analyses
7. Protocol Development (compulsory for MSc)
8. Project Management & Research Co-ordination
9. Trial Designs
10. Basic Statistics for Clinical Trials
11. Clinical Trials Regulation

**PG Certificate = 6 modules**

1. 4 core modules (as above)
2. 2 elective modules (at least 1 from the above)

**Flexible learning**

Students can achieve the same standard as those on our London-based programmes. Being unable to come to London for an extended period should not be a barrier to obtaining an excellent qualification in a public or global health issue. Our distance learning programmes and assessments ensure that students can achieve the same standard as those on our London-based programmes.

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**College of Health Sciences**

**University of London International Programmes**

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**Application Form**

Please visit the website for the application form.

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**Contact us**

- [www.londoninternational.ac.uk/contact-us](http://www.londoninternational.ac.uk/contact-us)
- [ct-directors@lshtm.ac.uk](mailto:ct-directors@lshtm.ac.uk)

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**Course Leaflets**

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**Improving Health Worldwide**

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**Clinical Trials By Distance Learning**

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**Applications**

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**Course Leaflets**

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Applications
— Prospectus Covers
Applications

— Case for Support Cover (using gold foil)
Alumni Profile

Liberian Medical Doctor and Ebola Fighter

Dr. J. Soka Moses is a Liberian medical doctor and MSc Control of Infectious Diseases alumnus (2016) who worked in one of the biggest Ebola Treatment Units (ETU) in Monrovia, Liberia during the 2014 Ebola outbreak. In 2015, when transmission of the Ebola virus had significantly reduced, Soka was awarded the MSc Control of Infectious Diseases at the London School of Hygiene & Tropical Medicine and graduated from the programme in 2016. Soka has since worked on the Ebola outbreak, and tells us how his studies at the School are serving him in strengthening Liberia’s health systems post-Ebola.

During the outbreak, I worked as a Medical Officer in one of the biggest Ebola Treatment Units (ETU) in Liberia. We worked there around 400 patients were treated. All patients presented with fever, but there was no diarrhoea, vomiting or rash. The Ebola virus was spreading very quickly, and there were fewer health workers to deal with the situation. I was asked to return to Liberia to help the Ministry of Health, and I took the opportunity to apply for a masters degree in public health. The programme was very well aligned with my personal and professional interests, as it offered an opportunity to work full-time in public health and still finish the Masters program. The London School of Hygiene & Tropical Medicine was the perfect choice.

When I had completed the course, I had just completed 12 months of intensive and exhausting work tackling the Ebola epidemic in my home town of Monrovia. The programme was a must-have experience that offered me the skills and knowledge to help fight the Ebola epidemic in my home country. I now lead public health activities on semen testing to improve public and global health. My advice to students is to try to create relationships with other students and partners from the School and understand how they can contribute to improving public health outcomes.

I have learned that with some support from WHO and CDC Liberia, health workers in Liberia are able to improve the quality of care they provide. Indeed, both organisational and professional barriers can be overcome. I am interested in cross-cutting research and epidemic intelligence. My ambition is to become a leader in global health and make an impact on public health and epidemic intelligence.

I have just completed the Master of Public Health (MPH) programme and I have a lot of work ahead of me. I am now applying for a PhD program to study how to reduce the incidence of EVD faced by so many of the countries. I am currently working on a study to understand the epidemiology and biological risk factors associated with EBOV persistence in body fluids. I am interested in cross-cutting research and epidemic intelligence.

I want to work in Liberia and continue to strengthen the health system, so I intend to pursue a PhD in the School of Tropical Medicine. I have learned that with some support from WHO and CDC Liberia, health workers in Liberia are able to improve the quality of care they provide. Indeed, both organisational and professional barriers can be overcome. I am interested in cross-cutting research and epidemic intelligence. My ambition is to become a leader in global health and make an impact on public health and epidemic intelligence.

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Applications  
— Event Posters

Global Health Seminar:  
Tuesday 25 April 2017  
4:00 pm - 5:30 pm  
Jenny Roberts Room  
15-17 Tavistock Place  
London WC1H 9SH

Jointly organised by King’s College London (KCL) and the London School of Hygiene & Tropical Medicine, this new seminar series brings together critically-minded social scientists, public health experts and practitioners together to debate key areas of concern for global health today and reflect on how these should be approached and explored.

Admission: Free and open to all with no ticket required. Entry is on a first come, first served basis.  
Contact: Dr Melissa Parker Melissa.Parker@lshtm.ac.uk  
lshtm.ac.uk/food-animals-microbes  
#FoodAnimalsMicrobes

Food: Animals and Microbes
Applications
— Event Series Poster

Lecture Event Series:
In association with World Malaria Day, London School of Hygiene & Tropical Medicine will be running a series of lectures and seminars discussing global initiatives in the fight against Malaria.

World Malaria Day

Malaria drug resistance in Africa & Asia: Trends & metrics in antimicrobial resistance
Tuesday 25 April
John Snow Lecture Theatre
5:00 pm - 7:00 pm

Statistical approaches to antibody data analysis for populations on the path of malaria elimination
Tuesday 25 April
Curtis Room - LG9
5:00 pm - 7:00 pm

Malaria implementation in Nigeria: Efforts towards elimination - Successes & challenges
Tuesday 26 April
John Snow Lecture Theatre
12:45 pm - 2:00 pm

World Malaria Day

Malaria drug resistance in Africa & Asia: Trends & metrics in antimicrobial resistance
Tuesday 25 April
John Snow Lecture Theatre
5:00 pm - 7:00 pm

Statistical approaches to antibody data analysis for populations on the path of malaria elimination
Tuesday 25 April
Curtis Room - LG9
5:00 pm - 7:00 pm

Malaria implementation in Nigeria: Efforts towards elimination - Successes & challenges
Tuesday 26 April
John Snow Lecture Theatre
12:45 pm - 2:00 pm
Applications  
— Student Services Leaflet

Student Advice & Counselling Service

We provide an impartial and confidential advice and counselling service to all students at the school, to assist with personal or practical matters, whether or not directly related to your studies.

Our aim is to support you throughout your time at the School, so that you can get the most out of your time here. Please feel free to get in touch with us to find out more about how we can help.

Student Advice

The Student Adviser (Welfare & Disability), Frankie Edwards, is experienced in providing information on a range of non-academic areas. In one-to-one, confidential meetings, Frankie is available to discuss the following areas with students:

UK Immigration and Visa

Support with student immigration including Tier 4 student visa, student visitor visas, visa extension applications, advice on family members coming to the UK, and basic information on post-study immigration options.

Disability & Dyslexia Support

Advice and support for students with disabilities including specific learning difficulties such as dyslexia. Initial dyslexia screening and arranging full dyslexia assessments. Assistance with disabled student allowance applications.

Accommodation

Information on accommodation options in London, support with your search, basic guidance on contracts, signposting to further sources of support and information.

Financial Issues

Money matters such as budgeting and financial difficulties including applying to the School hardship funds.

Counselling

Whatever your concern, the student counsellor, Emma Nabavian can talk you through any difficulties you are experiencing in confidence. Emma is a qualified counsellor, and has worked in higher education student support for a number of years.

Why do students seek counselling?

Students come for counselling to address a variety of concerns, past or present, including anxiety, depression, relationships, self-esteem, difficulties studying, homesickness, past trauma, bereavement.

How many sessions can I have?

Usually the counselling service offers between 4 and 8 weekly sessions. One-off sessions are also available, as well as occasional check-in meetings for students who do not feel they need weekly support.

What happens in the first meeting?

The first meeting is a chance for the counsellor to understand the nature of the problem and discuss options, including the possibility of counselling with the School. It’s also a chance for you to meet the counsellor and decide if you would like to have more sessions.

For appointments please see the back page.
Applications
— Student Services Poster

Student Advice & Counselling Service

We offer impartial and confidential support to all school-based LSHTM Students, including:
- Advice on UK Immigration and Visas, Accommodation and Financial Hardship
- Disability and Dyslexia Support
- Counselling
- Referral to further sources of support and information

If you have any queries or want to make an appointment, please contact us:
- studentadvice@lshtm.ac.uk
- studentcounselling@lshtm.ac.uk
- www.intra.lshtm.ac.uk/studentadvice
Improving health for women, children and families

Maternal newborn, child and adolescent health problems account for around 9 million deaths every year, as well as lost potential for development. MARCH is a central hub for innovation, evaluation and leadership development.

@MARCH_LSHTM
Applications
— Social Media Blasts

“Overdosing, panic attacks, convulsions and sexual assault were all associated with chemsex.”

“1 in 4 men and women who are in a do not share the same level of interest in sex as their partner.”

“Society places a lack of importance on women’s rights, desires and concerns.”

“The dramatic rise in P. knowlesi malaria cases in humans in Malaysia is linked to deforestation and must be urgently addressed.”

“There are people who have a range of beliefs around vaccines and some who reject the science – and that’s something we have to face.”
Applications
— Illustrative Social Media Blasts

Glycoprotein Conjugate Vaccine Production Process

Current method 2-Step

1. Antigenic Lipopolysaccharide (LPS)
2. Liquid merged with protein
3. Protein carrier
4. LPS and protein separated from bacteria and purified

New coupling technology 1-Step

1. PsiL enzyme injected into E.coli combines protein and LPS together

Purified, processed and packaged as a vaccine
Applications
— External Monthly e-Newsletter

Malaria drug used in pregnancy also protects against sexually transmitted infections

First evidence that a drug given to pregnant women in 35 countries was able to protect against malaria. New safeguards against the consequences of STIs. Scalable use of the 'double protection' drug could reduce chances of life-threatening birth outcomes.

Can we prevent women dying after childbirth?

Every year, 320,000 women die from severe bleeding after childbirth. We mark International Women's Day with a video about the WHO's tool, with findings coming soon.

Excess deaths linked to failures in health and social care

A substantial increase in mortality in England and Wales in 2015 could be linked to failures in the health and social care systems, according to new research.

Solving the next global pandemic

Dr Ngozi Essieni
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India's anti-vaccination concerns

Dr Heidi Larson
Read More →

Higher education and me

Prof Vibeke Petersen
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Comment

Stephen Lawn
Memorial Lecture 2017
Mon 19 Mar
The first annual lecture to honour the life and work of Prof Stephen Lawn, Prof Laura Wood of the Desmond Tutu Centre, University of Cape Town, discusses the toll control measures in the city over one hundred years.

Where does global health fit in a post-Trump world?

Tue 21 Mar
With the rise of campaigns that appeal on an emotional level, should global health embrace the trend, or should it always stick to the evidence? How (or even 'unpopular') does the Global Health Law discuss, exploring where global health fits in a 'post-truth' world?

Jackson: film screening

Tue 21 Mar
A film screening of Jackson, exploring the complexity behind abortion access in the United States, and capturing the essential and hard truth of the lives at the centre of the debate over reproductive health care.

See the full events calendar →
Applications
— Powerpoint Presentation
& Partner Logos
Substandard antimalarials in Afghanistan: A case for drugs quality assessment in resource-poor settings

Introduction
Good quality antimalarials are crucial for effective treatment of malaria and to limit transmission. Little is known of the quality of antimalarials in Afghanistan. The aim of this study was to assess the quality of antimalarials available in both public and private sectors in Afghanistan.

Methods
Antimalarial drug samples were collected from public and private health sectors in rural and urban locations. Five major trading hubs were purposefully selected (Fig. 1). In total 7740 individual formulations of antimalarials were collected. Screening of 134 selected samples was performed using the GPHF-MiniLab®. Definitive drug quality of chloroquine, quinine and sulphadoxine/pyrimethamine was assessed by laboratory analysis of the dissolution profile following United States Pharmacopoeia (USP) monographs.

Results
A wide range of antimalarials were available, especially in the private sector including those not licensed for supply in Afghanistan (Fig. 2).

Results Testing for drug quality using the MiniLab® resulted in 33 (26%) of samples failing the disintegration assessment. The failed samples as shown in Table 1, consisted of tablets of quinine (n=8, 37.5%) or chloroquine (n=25, 33%).

Conclusions
This study has found that 32% of the antimalarials (n=37) do not comply with the USP tolerance limits for dissolution testing and will therefore not be efficacious for the patient due to reduced bioavailability of the drug(s). Hence, the recommendations for the ongoing monitoring of drug quality in Afghanistan are:

- Technical capacity building for determining the quality of drugs
- Continuous monitoring of drugs available in all sectors
- Scrutiny of drug packaging to check for instructions in local languages
- Increasing engagement of the private sector – encourage adherence to national malaria treatment guidelines.
Contact

If you have any questions regarding this document or how to use or implement the London School of Hygiene and Tropical Medicine brand then please get in touch:

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